T·I·E·R

Tiered **I**nterventions Using
Evidence-Based **R**esearch

Handouts

Leadership

Developing and Using an MTSS Problem-Solving Team

MTSS Problem-Solving Team Roles

Leadership

Team leader:

Data Management and Analysis Leads

Assessment administration:

Data management system:

Data report creation:

Data analysis and interpretation:

Subject Specialists

	Reading	Writing	Mathematics	Behavior
Instruction				
Intervention				
Professional development and ongoing support				

Resources

Meetings After Screening

Structured data meetings:
www.elitetexas.org/resources-sl/implementing-structured-data-meetings-for-english-learners

Observation Forms

- Core observation tool:
  https://buildingrti.utexas.org/leadership-tools/observation-tool-core-content-areatier-1

- Fidelity checklist:
  https://buildingrti.utexas.org/documents/pact-implementation-fidelity-checklist

- Intervention observation tool:
  https://buildingrti.utexas.org/leadership-tools/observation-tool-intervention

Progress-Monitoring Data

Collaborative instructional logs:
https://buildingrti.utexas.org/resource-pages/collaborative-instructional-logs

Features of Effective Instruction

- Checklist for core instruction or intervention:
  https://buildingrti.utexas.org/leadership-tools/observation-tool-features-of-effective-instruction

- Walkthrough tools:
  https://buildingrti.utexas.org/resource-pages/instructional-walkthrough-tools

Sample Collaborative Instructional Log: Reading

Student ▮▮▮▮   Grade __4th__   Homeroom Teacher ▮▮▮▮

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Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Reading Instruction	Special Education Individualized Education Program (IEP)
Instrument __DIBELS Next__ Date __9/4__ ~~Phonemic Awareness~~ PHonics (NwF ccs)= 25/54 Fluency 55 / 90 wcpm VOcabulary _____ COmprehension Retell = 20/27 DAZE= 10/15 Accur → 83%/96%	- Read grade level text w/98% + accuracy - Read w/proper expression + adequate rate Intervention Exit Criteria: MOY: Accur = 97%, Rate = 103 wcpm EOY: Accur = 98%, Rate = 115wcpm	Program __Reading for Context__ Teacher ▮▮▮▮ Amount of Time __90 min.__ Time of Day 8:30 - 10:00 ✓ Daily Other: ___	Specially Designed Instruction: Small group fluency (15 min) + word study (15 min) Comprehensive Reading Instruction Setting: - Regular classroom daily Intervention Setting: Resource room ! 5 x week for 30 min. Group: "Wolves" (Regular classroom)

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
__9/5 - 9/21__ (dates) __10 - 10:30__ (schedule) **Progress Goals** PA ___ CO ___ PH ___ VO ___ FL _57_	- Repeated reading - "How Speedy Are You?" - Model fluent reading + demonstrate how rereading can improve rate + accuracy (word study) - Build accuracy + speed w/sight words (SLAP activity)	▮▮▮▮	▮▮▮ enjoys graphing her progress! - Use gel pen to write words on cards → Trace, Spell, read	(score/benchmark/status) PA ___/___/___ PH _28_/_54_/_at risk_ FL _57_/_90_/_at risk_ CO ___/___/___ VO ___/___/___

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
__9/24 - 10/5__ (dates) __10 - 10:30__ (schedule) **Progress Goals** PA ___ CO ___ PH ___ VO ___ FL _59_	- Repeated reading - "How Speedy Are You?" - Compare rate + accuracy after reading for immediate feedback - Teach miscued words - Continue to build speed + accuracy w/sight words - Teach spelling of sight words (Trace, Spell, read)	▮▮▮▮	- Motivated to read when she selects text - Get more non-fiction (horses)	(score/benchmark/status) PA ___/___/___ PH _29_/_54_/_at risk_ FL _59_/_90_/_at risk_ CO ___/___/___ VO ___/___/___

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Student _____ (continued) Grade __4th__ _____ Homeroom Teacher _____

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data (score/benchmark/status)
10/9 – 10/19 (dates) 10 – 10:30 (schedule) **Progress Goals** PA ___ PH ___ CO ___ VO ___ FL _61_	- Continue to focus on speed + accuracy - Choral read to model - Teach CVCC pattern by analysis of onset-rime - Model word sort activity	[redacted]	- Phrasing is off – adjust instruction ⚡ - [redacted] is trying to rush thru text.	PA ___/___/___ PH _30_/_54_/_at risk_ FL _62_/_90_/_at risk_ CO ___/___/___ VO ___/___/___
10/22 – 11/2 (dates) 10 – 10:30 (schedule) **Progress Goals** PA ___ PH ___ CO ___ VO ___ FL _63_	- Teach difference between appropriate + inappropriate phrasing - Use "fast phrase" strategy - Continue instruction of CVCC pattern - Conduct word sorts	[redacted]	- Continue w/phrasing instruction - She's beginning to see + hear difference when listening to self-recording	PA ___/___/___ PH _33_/_54_/_at risk_ FL _66_/_90_/_at risk_ CO ___/___/___ VO ___/___/___
11/5 – 11/21 (dates) 10 – 10:30 (schedule) **Progress Goals** PA ___ PH ___ CO ___ VO ___ FL _65_	- Continue to focus on phrasing + _model_ correct phrasing - Explicitly point out punctuation - Use cued/chunked passages - Teach impact of phrasing on comprehension. - Teach CCVC – use "Building Words with Blends" activity	[redacted]	- Engaged when using multi-sensory approach - loves building words w/sticky notes	PA ___/___/___ PH ___/___/___ FL ___/___/___ CO ___/___/___ VO ___/___/___

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Student _____   (continued)   Grade __4th__   Homeroom Teacher _____

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
__11/26 – 12/14__ (dates) __10–10:30__ (schedule) **Progress Goals** PA ___ CO ___ PH ___ VO ___ FL __67__	– Tape-assisted reading – Use passages with same content from science unit – Teach CCVC pattern – Focus on difference between a blend + digraph – Tap out sounds in words	▉	– ▉ loves this activity – Great cross-curricula – Struggles with digraphs	(score/benchmark/status) PA ___ PH __34__/__54__/atrisk FL __70__/__103__/atrisk CO ___ VO ___
__12/16 – 1/18__ (dates) __10–10:30__ (schedule) **Progress Goals** PA ___ CO ___ PH ___ VO ___ FL __69__	– Tape-assisted reading – Continue to use passages w/same content from science – Teach CVCe pattern – Use dry erase board to teach how to mark up words	▉	MOY DIBELS Next 73 wcpm – AT RISK – Accuracy not improving as much as rate → ramp up word study	(score/benchmark/status) PA ___ PH __36__/__54__/atrisk FL __73__/__103__/atrisk CO ___ VO ___
_____ (dates) _____ (schedule) **Progress Goals** PA ___ CO ___ PH ___ VO ___ FL ___				(score/benchmark/status) PA ___ PH ___ FL ___ CO ___ VO ___

Core Observation Checklists

Teacher: _____   Observer: _____   Date: _____

Kindergarten: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	**Partial**	**No**
A **minimum** of 30 minutes of phonemic awareness (PA), phonics, and fluency with phonics skills **daily**			
PA **daily** in the whole group			
PA **daily** in small groups			
Use of kinesthetic movements or Elkonin boxes during PA instruction			
Sound-by-sound blending in the whole group **daily**			
Sound-by-sound blending in small groups **daily**			
Use of sorts (pictures, letters, words) based on phonics elements **weekly**			
Use of decodable texts (especially with struggling students) **daily**			
(AFTER FEBRUARY) Phoneme-grapheme mapping with phonics and spelling words **weekly**			
Fluency games to build in review of phonics elements **daily**			
Fluency games to build in review of high-frequency words **daily**			
(AFTER FEBRUARY) Fluency games with phrases **weekly**			
(AFTER FEBRUARY) Partner reading with decodable texts and/or leveled texts **daily**			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used **daily** as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used **daily** to build fluency with high-frequency words			

Teacher: _____ Observer: _____ Date: _____

Grade 1: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	**Partial**	**No**
A **minimum** of 30 minutes of PA, phonics, and fluency with phonics skills **daily**			
PA **daily** in the whole group			
PA **daily** in small groups			
Use of kinesthetic movements or Elkonin boxes during PA instruction			
Phoneme-grapheme mapping with phonics and spelling words **weekly**			
Sound-by-sound blending in the whole group **daily**			
Sound-by-sound blending in small groups **daily**			
Use of word sorts based on phonics elements **weekly**			
Use of decodable texts (especially with struggling students) **daily**			
Fluency games to build in review of phonic elements **daily**			
Fluency games to build in review of high-frequency words **daily**			
Fluency games with phrases **weekly**			
Partner reading with decodable texts and/or leveled texts **daily**			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used **daily** as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used **daily** to build fluency with high-frequency words			

Teacher: _____ Observer: _____ Date: _____

Grade 2: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	**Partial**	**No**
A **minimum** of 30 minutes of PA, phonics, and fluency with phonics skills **daily**			
PA **daily** in the whole group			
PA **daily** in small groups for students who need it (e.g., some bilingual students)			
Use of Elkonin boxes or kinesthetic movements during PA instruction			
Phoneme-grapheme mapping with phonics and spelling words **weekly**			
Sound-by-sound blending in the whole group **daily**			
Syllable chunking and blending in the whole group **once or twice a week**			
Sound-by-sound blending and/or syllable chunking and blending in small groups **daily** for students who need it			
Use of word sorts based on phonic elements **weekly**			
Use of decodable texts either in the whole group or small groups with struggling students **daily**			
Fluency games to build in review of phonic elements **daily**			
Fluency games to build in review of high-frequency words **daily**			
Fluency games with phrases **weekly**			
Partner reading with decodable texts and/or leveled texts **daily**			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used **daily** as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used **daily** to build fluency with high-frequency words			

Teacher: _____   Observer: _____   Date: _____

Grade 3: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	**Partial**	**No**
A **minimum** of 25 minutes of phonics and fluency with phonics skills **daily**			
PA **daily** in small groups for students who need it (e.g., some bilingual students)			
Use of Elkonin boxes or kinesthetic movements during PA instruction			
Phoneme-grapheme mapping with phonics and spelling words **weekly**			
Sound-by-sound blending in the whole group **two to three times a week**			
Syllable chunking and blending in the whole group **two to three times a week**			
Sound-by-sound blending and/or syllable chunking and blending in small groups **daily** for students who need it			
Use of word sorts based on phonic elements **weekly**			
Use of decodable texts either in the whole group or in small groups with struggling students **daily**			
Fluency games to build in review of phonic elements **three times a week**			
Fluency games to build in review of high-frequency words **weekly**			
Fluency games with phrases **weekly**			
Partner reading with decodable texts and/or leveled texts **daily**			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used **weekly** as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used **daily** to build fluency with high-frequency words			

Teacher: _____   Observer: _____   Date: _____

Grades 4–5: Phonemic Awareness, Phonics, and Fluency

Indicator	Implementation		
	Full	**Partial**	**No**
A **minimum** of 20 minutes of phonics and fluency with phonics skills **daily**			
PA **one to two times a week** in small groups for students who need it (e.g., some bilingual students)			
Use of Elkonin boxes or kinesthetic movements during PA instruction			
Phoneme-grapheme mapping with phonics and spelling words **weekly**			
Sound-by-sound blending and/or syllable chunking and blending in the whole group **two to three times a week**			
Sound-by-sound blending and/or syllable chunking and blending in small groups **two to three times a week** for students who need it			
Use of word sorts based on phonic elements **weekly**			
Use of decodable texts either in the whole group or in small groups with struggling students **two to three times a week**			
Fluency games to build in review of phonic elements **one to two times a week**			
Fluency games to build in review of high-frequency words **weekly**			
Fluency games with phrases **weekly**			
Partner reading with decodable texts and/or leveled texts **daily**			
Sound-spelling cards posted where students can see them easily			
Sound-spelling cards used as needed as review			
Word wall with high-frequency words posted where students can see it easily			
Word wall used **daily** to build fluency with high-frequency words			

Teacher: _____ Observer: _____ Date: _____

Grades 6–8: English Language Arts and Reading Content Area Instruction

Indicator	Implementation		
	Full	Partial	No
Advanced word study (e.g., multisyllabic word reading, morphology) and vocabulary are scheduled every day.			
Vocabulary words are previewed before reading a text.			
Students who need it practice building fluency or receive instruction in fluency every day.			
Teacher provides direct instruction related to high-level skills (e.g., text analysis, inference-making, summarizing).			
Teacher shows students how to ask their own questions at multiple levels.			
Students work collaboratively in groups or partners (i.e., in guided practice) before independent work.			
Teacher uses writing-to-learn strategies to help students develop and evaluate their thinking.			
Teacher provides students with authentic opportunities to practice the writing process.			
Students take pieces through the entire writing process, including revising and editing, and publish them (e.g., post them on walls, publish them in school papers or other publications).			
Teacher uses model texts for teaching grammar and other writing skills and strategies and posts these model texts in the classroom for students to access.			
Teacher-led small-group instruction is provided every day.			
Word walls with high-frequency words, vocabulary words, and/or morphemes are posted where students can see them easily.			
Teachers and students regularly use word walls during reading and writing instruction and practice.			

Teacher: _____ Observer: _____ Date: _____

Grade 9: English Content Area Instruction

Indicator	Implementation		
	Full	**Partial**	**No**
Advanced word study (e.g., multisyllabic word reading, morphology) and vocabulary are scheduled every day.			
Vocabulary words are previewed before reading a text.			
Students who need it practice building fluency or receive instruction in fluency at least every other day.			
Teacher provides direct instruction related to high-level skills (e.g., text analysis, inference-making, summarizing).			
Teacher shows students how to ask their own questions at multiple levels.			
Students work collaboratively in groups or partners before independent work.			
Teacher uses writing-to-learn strategies to help students develop and evaluate their thinking.			
Teacher provides students with authentic opportunities to practice the writing process.			
Students take pieces through the entire writing process, including revising and editing, and publish them (e.g., post them on walls, publish them in school papers or other publications).			
Teacher uses model texts for teaching grammar and posts these model texts in the classroom for students to access.			
Teacher-led small-group instruction is provided at least every other day.			
Word walls with high-frequency words, vocabulary words, and/or morphemes are posted where students can see them easily.			
Teachers and students regularly use word walls during reading and writing instruction and practice.			

Sample Intervention Checklist

Grade _1_ Homeroom Teacher _____ Interventionist _____
Number of Students ___5___ Type of Intervention: (Tier II) Tier III   Date ___9-22-18___

Reading Component	Time			Activity/Objective	Instruction/ Management		
	Start Time	**End Time**	**Total Minutes**		**Mostly instructing**	**Often managing**	**Mostly managing**
Phonemic Awareness	10:01	10:06	5	T provides S with word & S segments (2- & 3-phoneme words)		✔	
Phonics	10:09	10:19	10	Say sounds in words, blend to read words (long-e spelled "ee") Ss read decodable book aloud		✔	
Fluency	10:20	10:25	5	Ss reread decodable book 2 more times to partner while T listens	✔		
Vocabulary	---	---	0	None observed			
Comprehension	10:25	10:28	3	T calls on one S at a time to retell events in decodable book			✔

NOTE: The components taught should reflect students' needs.

Intervention Instruction **The interventionist …**	3 Most of the time	2 Some of the time	1 Rarely	0 Not at all
1. Introduces the concepts and skills in **small steps**		2		
2. Explains concepts and skills in **clear and direct language**		2		
3. **Models** and demonstrates procedures with the use of **lots of examples**			1	
4. Checks initial practice items for correctness and provides immediate **feedback**			1	
5. Provides **many opportunities for practice** after initial presentation of task/skill		2		
6. Gives **individual and/or group opportunities to respond**		2		
7. Monitors students during an activity to be sure that they are performing correctly		2		
8. Provides **scaffolding** to assist students in their learning and practice				0
9. Uses **correction procedures** and provides feedback				0
10. **Paces instruction adequately** by transitioning quickly between tasks and allowing extra time when needed				0
11. Redirects off-task behavior when it occurs		2		
12. Is the intervention **lesson carefully and purposefully designed** by sequencing the task from easy to difficult?	(YES)		NO	